

THE METER

Vol. 17 No. 5

Tennessee State University, Nashville, Tennessee

May 5, 1969

Black Legislators Are Spring Convocation Speakers

Four of the State's eight black legislators and one black senator were guests at the University's Spring Convocation held last month in Kean Hall.

Presiding was assistant to the Dean of Arts and Sciences, Dr. Robert Hudson, who introduced each guest who, in turn, spoke briefly to the assembled students and faculty members.

Speaking first, was Avon Williams, Tennessee's first Black senator since Reconstruction, who was elected to Davidson County's 19th Senatorial District. Senator Williams told his audience at Tennessee State that they must preserve their Blackness and move forward to make Tennessee State the best institution in the state of Tennessee.

Representative M. G. Blakemore, legislator for Davidson County's 9th legislative district, told the audience about a recent state education board meeting that he attended at which a white board member asked what was the board going to do with the "niggers." Representative Blakemore stated that he told him the board was going to do the same thing with the Negroes that they do with everyone else.

Representative Harold Love, an insurance executive, and legislator for the 5th legislative district,

Davidson County, stated, "a dream can be done. Yesterday is history, today is with us", and asked, "what are we doing for tomorrow?" Mr. Love continued, "those persons who said it can't be done, can't and those who said it can be done, can."

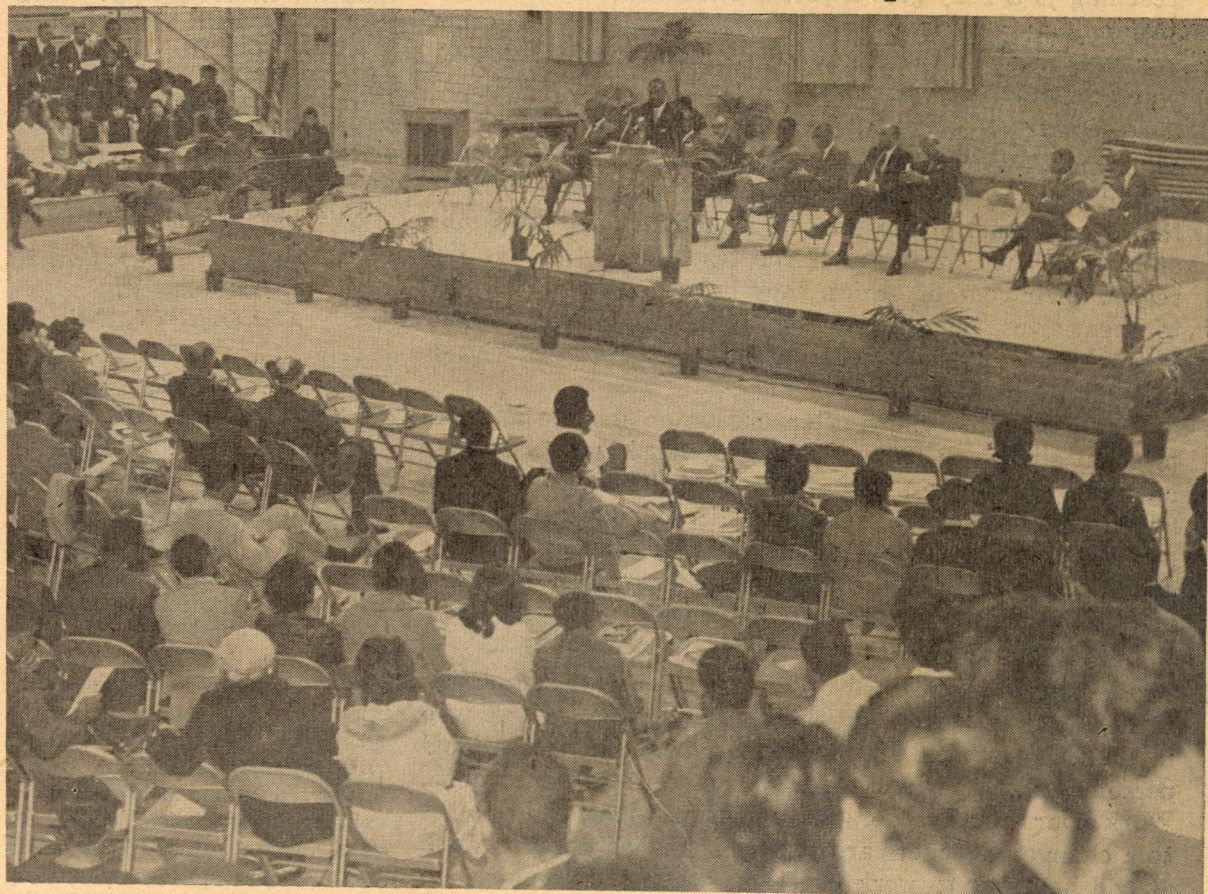
Representative I. H. Murphy, attorney at law, and state legislator for the 6th district, Shelby County, said that he is going to see and work toward seeing that Tennessee State is run from here on campus and not from Capitol Hill.

Representative Alvin King, State legislator for the 11th district, Shelby County, stated that he was going to do all he can to help Tennessee State University keep its good name.

Senator Williams and representatives Blakemore, Love, and Murphy are all Tennessee State University graduates.

University president, Dr. A. P. Torrence, was the occasion's main speaker in a talk entitled "New Directions of Tennessee State University." He cited the following:

1. Plotting new directions, hoping for great achievements.
2. Changing of the old thinking about what A. & I. is. "A. & I. is not a family, but a community. It is a group of people integrated voluntarily and governed by a set of laws."



Harold Love, Tennessee State graduate, and one of the state's eight black legislators, speaks to audience at Spring Convocation.

3. Doing things in a democratic manner.

4. Striving to achieve for effective communication between

the President, faculty, and students.

Glasgow, Ky. Mayor Featured

FUTURE TEACHERS



SNEA OFFICERS . . . from left, standing, are Jacqueline Fauntleroy, treasurer; Freida Flack, reporter; Barbara Brandon, recording secretary, and William Terrell, parliamentarian; seated, Mary Burgess, president, Elayne Martin, vice president, and Gloria Poole, corresponding secretary.

SNEA Month Observed

Throughout the month of April, the Student National Education Association (SNEA) sponsored Teaching Career Month on campus for the purpose of encouraging more students to go into the field of teaching.

Several activities were planned for each week in the month. Considered top activity by the organization was "Presentation Week" during which time Glasgow, Kentucky's first Black mayor, L. J. Twyman, appeared on WSM-TV's April 14 "Noon Show."

Mayor Twyman, also Principal of Ralph Bunche School in Glasgow, spoke at a 2 o'clock convocation April 15 in the Fine Arts Building's Recital Hall.

In 1962, Twyman was one of the leaders in Glasgow's school integration movement. He is the only Black mayor in the South outside of Washington, D.C.

Teaching Career Month coordinator was Mrs. Elizabeth Reed of the Political Science faculty.

Politics And The Teacher

As one project of SNEA WEEK, members of the organization questioned educators and community leaders on what they considered to be the role of the teacher in politics.

Some of the answers are revealed here for Meter reader consumption.

E. T. Carothers

Teacher, Cameron High School

"I would like to think of myself as first being a citizen who happens to be a teacher and not a teacher who happens to be a citizen. Therefore, as a "citizen teacher", I view my role in politics as one of becoming more thoroughly informed on current events and issues at all levels of political endeavors. I must know the parties and the persons. I must know their platform and positions on matters affecting mankind. I must know their particular and peculiar missions, motives, and messages.

"Once this vast knowledge is attained, my role as a teacher becomes increasingly broadened to the point where I can direct both adequately and extensively students in fruitful discussion of political parties and personalities, in making sound and sensible choices of candidates for public office from the precinct to the national level, and in all elections without fear or favor.

"Further, I view my role as a teacher in politics as an excellent

opportunity to teach the many basic lessons of citizenship by precept and example. The right to vote, to disagree and to express fully and freely my opinion on political themes is a definite task of the teacher in politics. Finally, as a teacher I must somehow exert positive influence within the greater community for a more active participation in government by all."

Governor Buford Ellington
Tennessee Governor

The Tennessee Teacher, like every other citizen, has a distinct responsibility to take an active part in politics and government. It is my hope that all our fine teachers, in both the elementary schools and universities will become increasingly aware of our challenging problems in government and that we can all continue to work together for improvements and better relationships among all of our people.

George Kersey
National Assistant President
of S.N.E.A.

Every teacher has the responsibility to be active in political affairs. Simply because a teacher instructs youngsters does not mean that he must remove himself from political activities. At no time however, should a teacher use the classroom for political indoctrination. As professional, the teacher

(Continued on Page 3)

Editor's note—The Meter requested the University President Dr. A. P. Torrence to write a guest editorial commemorating the observance of Student National Education Association Month.

Many new occupational opportunities are opening up for Negro students but none are more important, exciting, or beneficial to society than the teaching profession for those who are interested and prepared for it. Also, none requires a greater dedication or give a greater personal satisfaction.

Teaching is a fully-grown profession and carries the distinguishing characteristics generally associated with other professions. Some of the characteristics of a profession may be enumerated as follows:

1. Professions are governed by codes of ethics. Like physicians and lawyers, teachers have a code of ethics that should help govern their conduct and relationships with their peers, other professions, their students, and the public at large. When members of the teaching profession disregard their code of ethics, they bring discredit not only to themselves, but also to their professional association. It would be far better never to enter the profession than to bring discredit to it.
2. Professions are concerned with services and job completion rather than with work by the clock. Not like a man who in the Fable worked from dusk to dawn, the professional person is like the housewife whose work is never done. Work hours for Teachers are sometimes long and subject to a change. Teachers are sometimes called upon to work at odd hours or to work overtime, when it is required to get the job done.
3. Professions are marked by creativity in the work performed. Most professions are based on science. Success in a profession requires a person to have knowledge in the basic science involved and creative use of it as an art. Artistry in the professions gives breadth and depth to science, keeps the professional alert and alive, challenged and interested. The success of many doctors is due partly to the artistry they put into their practice of medicine. Artistry is what makes teaching a satisfying challenge rather than a prosaic task. It permits the teacher to put personality and ingenuity into his work.
4. Professions are distinguished by a high degree of training. But the thing that is important is how the teacher expands his knowledge and how he uses it artistically in the practice of his profession.
5. Finally, professions are marked by need for continuing growth in the field. A professional never becomes so skilled, so full of knowledge, so perfect that he does not need to continue to learn and to grow. Moreover, learning is one of the more enduring pleasures of life. To grow professionally, to improve one's self, affords the personal satisfaction that can be achieved in no other way. In other words, there is inherent reward in self-improvement.

In the final analysis, professional growth enables one to elevate his profession, to increase his command of facts and skills, to magnify his ability to manipulate principles and concepts in his field, and to help life the community to a healthier state of physical, economical, social, cultural, and spiritual life. Professional growth is as important for teachers as it is for any other professional.

It has accurately been observed by another writer that "There is no reason why teachers should not be appreciated as much as physicians. After all, it is more difficult to put into a child's heart the ideals of democratic living than it is to take out his adenoids. It requires more skill to develop in him an appreciation for the good, the true, and the beautiful than it does to remove an appendix. It is more important that a warped personality be straightened than a crooked arm be made whole. The influence of a true teacher goes on and on. It takes on a bit of immorality. Democracy will be safer when Americans put as high a value on work of the teacher as on the work of other professional people, for as one writer has said, "Those who train our youth control our future."

I command and congratulate members of the Student National Education Association for sponsoring TEACHING CAREER MONTH at our University. In doing this, you make a contribution to the University, and you merit our gratitude.

Letters To Editor:

DEAR EDITOR,

ONCE AGAIN IT IS THAT TIME OF THE YEAR WHEN THE STUDENT BODY WILL ELECT THE PRESIDENT, VICE PRESIDENT, AND MISS T.S.U. OF OUR GREAT UNIVERSITY. WE WOULD LIKE TO URGE EVERY STUDENT TO EXERCISE HIS RIGHT TO VOTE AND PARTICIPATE IN THE COMING SPRING ELECTIONS. IF, WE AS AN INSTITUTION ARE GOING TO CHANGE, WE MUST EFFECTIVELY CARRY OUT THE DEMOCRATIC SYSTEM OF GOVERNMENT.

EXERCISE YOUR RIGHT TO VOTE.

RHO PSI CHAPTER OF
OMEGA PSI PHI
FRATERNITY, INC.

Dear Editor:

I'm in my third year at Tennessee State University and I guess I've gone through the typical transformation from the freshman class to the junior class at this university. With this innate metamorphosis, significant questions stemming from matters concerning my major field to finding out what life is all about have arisen. But one question that I continually ask myself is, "when do I pay: now or later?"

Brothers and sisters, we came to this university primarily to obtain further education in all areas, as well as in specialized fields. In effect, hoping to live a little better than our parents and ultimately make a place in this society for the Black man.

Consequently, we must make our stay at this university as fruitful as possible. There must be positive thinking, better interpersonal communication, campus-wide interest and involvement, less apathy and more asking 'why' when we don't know, in order to properly function at our capacities and to get as much as possible from the university.

So, I'm asking you, my Black brothers and sisters, will it be four or five care-free years of nothingness at this university, or on the other hand, will it be four or five dedicated and worthwhile years of study, enabling you to enjoy forty years of real living and producing in this society?

Brothers and sisters, take heed and weigh the issue. Remember, don't you wait until your junior year and ask, "when do we pay: Now or later?", because you may come up late.

Robert T. McDonald
Junior

Dear Editor:

Zeta Alpha Chapter of Phi Beta Sigma Fraternity would like to congratulate the N.E.A. on its recent accomplishments and we wish continued success in all your endeavors. Do your thing.

Don Sanders, President
Zeta Alpha Chapter Phi
Beta Sigma

VOTE

MAY

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THE METER

A MEASURE OF STUDENT OPINION

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Student Council President Speaks

Dear Fellow Students,

For the first time in the history of this University, compulsory class attendance has been eliminated. We in student government fought long and hard for this change and are confident this privilege will not be abused. We are making many historical innovations at this University and will continue to do so. Consequently, we next are turning our attention to the sophomore examination. The Student Council is working assiduously for the students at Tennessee State, and through a cooperative effort, we will continue to augment the merits of this University. The Student Council is the only representative voice of this student body and will always act in this regard in the future.

Many student have come to me expressing concern over problems that may rise this spring quarter. There seems to be much anticipation concerning a disturbance or riot this quarter. Students throwing rocks at cars, burning, shooting, etc. There is a small minority of pseudo-Black or so called militants, on our campus, who have expressed desire to see this situation develop. I'm not going to tell you the evils of riots because I believe most of you know them already, but I would like to relate some special problems that will be encountered at TSU if a disturbance occurs. It is not enough and pertinent that our University is located in an area that's racially prejudice, semi-rural, pro George Wallace, but we are located in a state that's 49th in the nation on the basis of money spent on education.

Our legislature . . . would hesitate only slightly in closing down the University of Tennessee. They would leap with joy at the opportunity to close this University and thus purge Nashville of all these Black people contaminating their state. In addition to the possibility of the University being closed, there is a possibility of a definite effect on our accreditation. The committee that is to decide whether we are worthy of keeping our accreditation was here during the spring quarter. The last and probably most important reason against participating or allowing a disturbance to occur is the fact that somebody may be injured or killed. The tragedy of this is that its usually not the ones who start the disturbances, but the innocent by-standers. It is every student's responsibility to help keep this university open because every student will be affected if it is closed. However, to those who don't think these are good reasons against a disturbance, or who don't care about the other students at this university, I say you should get out

and go home. Undoubtedly, there are problems at this university as at all others, but a third consecutive disturbance would do more harm than good. We finally have a president who is really interested in the student body, a man who has received criticism because some feel he is too interested in students, and a president who has approved the elimination . . . (curfews and cuts) some thought would never happen.

Many of us like to engage in philosophical discussions on Blackness. Many of us proudly wear our Afros and are eloquently loquacious, from an eruditional basis, in Black history, etc. However, Blackness is a state of mind and there are many white minds on our campus wearing Afros. I am not black and proud but I am proud and black. Black is beautiful, but I think it is about time we stopped using Black as an excuse, but as an incentive, stop using Black as an impediment, but use it as a source of motivation to conquer any seemingly insurmountable task. Tennessee State University is among the top 3 largest Black institutions in the country and to disrupt or terminate the matriculation of 4 to 5,000 Black students will no way help black people. Unfortunately, there are undesirable elements among our student body, those who are parasitic in nature and breed on the discontent and magnitude of the majority. Those who are cowards on our campus and pass out derogatory material about student government and who try to use this student body for personal reasons but whose comic strip mentality is so low, they don't know how to sign their names to material they print. Fellow students, don't leave your rooms every time someone passes out a little nameless sheet. For the first time in years, we are beginning to move in the right direction, don't let a few cause us to regress.

If we as a student body solidify this quarter, we can save this University and allow Tennessee State to send forth Black strong and valiant sons and daughters, for many years to come. We in Student Government are committed to a cause in the movement and that cause is the preservation and academic elevation of Black People. This cause is tantamount to only other cause of an academic institution of higher learning. Academicians (English majors especially), I ask you to overlook possible incoherentness and grammatical errors, but there were many things about which I had to speak to you.

Respectfully yours,
William Choctaw

Politics and the Teacher

(Continued from Page 1)

has a right and responsibility to use the classroom as the environment for learning. Equally as important, the educative profession must be involved directly in politics for politicians establish budgets at all levels and budgets frequently are the most significant criteria for determining the quality of education. Therefore, as individuals and collectively, teachers, have an obligation to themselves with those political elements that will improve the total society and specifically the schools.

Mrs. Charlene Collins,
State Consultant,
Tennessee Education Association

I consider a teacher to be a first class citizen like anyone else in the community. Teachers should have the opportunity, and privilege of

CRY . . . CRY

by James Ford

Dawn, Dawn
Heavens wait;
Dawns ache;
Aloft, above,
without a home.
Alone a night
And out of sight.
... He is, she might be
There was . . . and
Even if she was,
... cry, cry . . . cry, cry
softly, softly cry
Be something.
And then again, Dawn it

participating in the area of politics just as other people.

A teacher is a leader and because of this, they have responsibility in the areas of politics. This includes voting, and active participation that has to do with various aspects of politics.

Can Students Evaluate Teachers?

The quality of a teacher's work is a common topic of conversation on University campuses and Tennessee State's campus proves to be no exception. Recently, you may have been asked to evaluate your instructor through the form of a questionnaire. This questionnaire led to a survey conducted by Dr. Archer's journalism class. Can students effectively evaluate the quality of a teacher's work. Will this type of questionnaire truly improve the quality of a teacher's work? What do you consider the perfect teacher to be? These are questions asked, by the journalism students, of our faculty and student body. The results proved to be quite interesting.

Interviews with students:

Question: Do you think undergraduates should evaluate teachers?

Answer:

(1) Yes. When a teacher is unable to relate the material to the student, you can detect her shortcomings.

(2) Yes. It gives the teacher a better insight on where he should be.

(3) Yes. It gives an insight on how their method of teaching corresponds with student likes and dislikes.

(4) No. Because the students here are prejudiced. If a teacher gives them a low grade, they are angry even though they deserve it.

(5) Yes. After all, we're the ones

to be educated. At this point, one should be able to distinguish between right and wrong. If a student feels he is done an injustice, it should be known. In doing so, it can help the student and the teacher.

Question:

What do you call the perfect teacher.

Answer:

(1) The perfect teacher is one who arrives in class 49 minutes late.

(2) The perfect teacher knows his material, his classes are well organized, he is able to get his point over effectively, he has a warm relationship with the student. He also makes his class interesting.

(3) A man-made robot.

(4) A perfect teacher is one with the ability to teach, to relate to you and one who is dedicated and not one who works for a salary.

Interviews with faculty:

Question:

Should students evaluate teachers?

Answers:

(1) Yes. I have been able to evaluate the instructors in my department for years through the insight given to me by students. Students are capable of detecting the teacher's weak points. This instrument will provide an opportunity for them to express an honest response without jeopardizing their grades.

Omega Psi Phi Fraternity Holds Week



Danny Myers and Robert Thomas—Chairman of Omega Week, discuss final activities for Omega Week.

During the week of April 12-19, the Rho Psi Chapter of Omega Psi Phi Fraternity, Inc., sponsored a week of social and informative activities to familiarize students with their organization.

The following list of activities were presented by the Omegas.

Saturday, April 12—
Cabaret

Sunday, April 13—
Smoker and a display in the Iris Room of the Student Union Bldg.

(2) Yes. Students are capable of evaluating instructors. This could be very beneficial to the instructors if they would read the comments carefully, and try to realize their major weaknesses.

(3) No. Simply because the instructors will do as they wish, no matter what.

(4) Students do evaluate teachers as is revealed in elective courses. How much this evaluation affect the course offered would depend on whether the administration would react to this evaluation negatively or positively.

Dr. Frank S. Royal, Fifth District Representative, was the speaker.

Monday, April 14—
Display in the Ayeni Room.

Wednesday, April 16—
Display at W.R.C.

Wednesday, April 16 and
Thursday, April 17
Inter-Fraternity Softball Tournament.

Thursday, April 17—
Movies in Iris Room all day.

Friday, April 18—

Purple and Gold Day. James Moffit was named "Sweetheart of the Quedette's". Omega's won the intramural swimming championship.

Saturday, April 19—
Mardi Gras

Omega Week Committee members were Robert Thomas, Chairman, Otis Armstrong, Michael Smartt, Bernard Brent, Kenny Armstrong, Clifford Appling, Samuel Boswell, and Danny Meyers.

If so, can the questionnaire help close it?

Answer:

There might be—there's definitely something wrong. I doubt whether it will help in the near future but it may possibly help later on.

Question:

Is there anything unfair about the instrument?

Answer:

The student with the "I don't care attitude" may become prejudiced in this evaluation.

Vinson Appointed To Devise Black Culture Program

by Earl Newby

In the recent 24th Annual South Central Province Council Meeting of Kappa Alpha Psi Fraternity, Inc. held in Nashville at the Ramada Inn, Ronnie M. Vinson, Vice Polemarch of the Alpha Theta Chapter of Kappa Alpha Psi, was appointed by the Province Polemarch Melvin O. Conley, of Memphis, to head a committee of local and regional fraternity members to study and devise fraternity-sponsored programs that are aimed at fostering and establishing "Black Culture" around which our province chapters are located.

Vinson, a junior pre-med major from Mt. Pleasant, Tenn., appointed Walter Searcy of Fisk University and Nathaniel Yarborough as committeemen in this project. The overall scope of this committee is to incorporate the definite movement into the realms of Kappa Alpha Psi's National Service Program, The Guide Right—with the purpose of fostering awareness along the Black Community in knowing about the opportunities they enjoy as a race.

Vinson, Alpha Theta's delegate to the 24th Annual Province Council Meeting of Kappa Alpha Psi Fraternity, is credited with the founding of the idea of such a program, which is yet to materialize.

Such Freedom I've Never Known

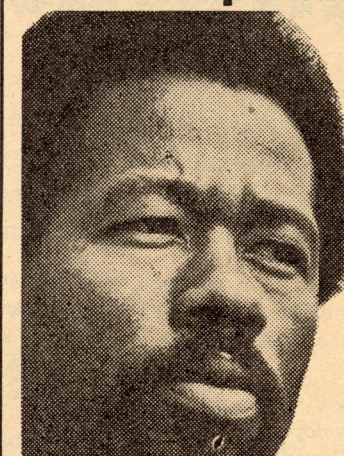
Glynn Elaine Franklin

I've never seen my native land
I guess this shouldn't be
my brainwashed mind
has changed its course
now my mind is free.

Free to think
and free to read
free to serve my own
such freedom of mind and
freedom of soul
such freedom I've never
known.

Vote For
The Best
CANDIDATE
During
Election

Now in Paperback



Eldridge Cleaver's
SOUL ON ICE

A DELTA BOOK / \$1.95
Dell Publishing Co., Inc.

Four Sign With Martin

Four top high school basketball players have signed scholarships to play with Coach Ed Martin's hardwood artists next season.

The four players are John Tinsley, a 6'5" forward from Knoxville's Austin East High; Joe Reaves, a 6'6" All-State forward from Bolivar Training School; Harold McCorkle, a 6'6" forward from Merrick Moore High in Durham, North Carolina; and Jethro Brown, a 6'2½" guard from Lincoln High School in East St. Louis, Illinois. Brown averaged 18.7 points per game. Tinsley, who averaged 23 points and 18 rebounds per game for Austin, was a member of the All-State team and has been selected to play in the East-West All-Star game at Cookeville this summer. Reaves averaged 28 points and 21 rebounds per game as Bolivar's top player. He has also been named to play in the East-West All-Star game. McCorkle was a member of North Carolina's All-State team and averaged 28 points and 20 rebounds per game.

Coach Martin announced that he hopes to sign at least two players who are 6'10" to play the post position.

THE COMING DAY

by James Ford

... Degrees below visual existence,
a vague curtain below
my blind eyes behold glints of sunlight
heralding the coming of day;
mute, deaf lines emerge from the
non-existent, vague, sim
shapes;

... Hesitations following, the
gigantic orb undulates over
the edge of the hill and appalls
the worn before my vision—
the blue-gray dawn intensities
its being above the
moss-green, shapeless scruples
of nature with brown trunris.
... Sea-green grass is like
a pillow for the freshly
fallen dew, to reflect sunlight
against the tree leaves.
... the sheltens, a soft gray
in the fore runner of night;
Shade a brilliant orange
where the lying lines descend
and the blue sheets above—
clean ... hungry ... greedy
for brightness ... day ...
the coming of day ...



**DR. OLDSMOBILE'S
NO-NO:
F-85 W-31.**

Getting into an air-inducted head-turner these days is a snap. If you don't mind swallowing a rather large and lumpy chunk of price tag.

Well, the good Doc, bless him, has just crowbarred the rule book all out of shape to bring you a minimum-weight, 350-cube, cold-air honker for less than the average nickel-nursing family sedan!

And on that family steed, you're not too likely to find behemoth front air scoopers, cold-air carb, high-overlap cam, minimum combustion chamber volume, oversized valves, low-restriction dual exhausts, or an Anti-Spin axle (to 4.66-to-1).

And if you'd like to order more, order more! New heavy-duty FE-2 suspension with front and rear stabilizers. Close- or wide-ratio 4-speeds.

Special beefed up "W" automatic with firm-up shifts. Et cetera.

And tires? Just about every size and type that clings: wide-boot red-lines, whitewalls, raised letters, or fiberglass-belted. Up to F70 x 14".

How does the good Doc do it for so little? That's for us to know-know, and for you to find out — at your nearest Olds dealer's.

DR. OLDSMOBILE'S W-31

Make your escape from the ordinary.

Dr. Oldsmobile posters now available. Set of four (24" x 16"), plus Dr. Oldsmobile Booklet. Send \$1.00 to: Oldsmobile, P.O. Box W-31, Dept. CN, Plymouth, Michigan 48170

Tigers Lift Record To 8-6

Tennessee State's baseball team got its biggest win of the season April 22 when they defeated David Lipscomb College of Nashville 13-12.

Albert Davis singled in the tying and winning runs in the bottom of the ninth to lift the team's record to 8-6.

The Tigers started the fireworks in the first inning by walking six Bisons and staking Lipscomb to two runs.

The two teams then shared 21 hits between them before the Tigers' half of the last frame. Singles by Arthur Buchanon and Fred Bryant—sandwiched between three walks—scored two runs before Davis' decisive hit.

Remainder of season's schedule:
April 25, Alabama State, Home
April 26, Middle Tenn. State (doubleheader), There
May 2, Kentucky State, Home
May 3, Kentucky State, Home
May 7, Columbia State (doubleheader) There
May 8, Alabama A&M, Home
May 10, David Lipscomb, There
May 12, Belmont, Home
May 13, Vanderbilt (doubleheader) Home
May 15, Kentucky State, There
May 16, Kentucky State, There

Financial Assistance In Law School For Veterans

Attention of Veterans is called to the fact that Martin Luther King, Jr. Fellowships offered by the Woodrow Wilson Fellowship Foundation are available to eligible Veterans who wish to go to law school. Write to Raymond Richardson, Director, Martin Luther King, Jr. Fellowships, Woodrow Wilson National Fellowship Foundation, 32 Nassau Street, Princeton, New Jersey 08540.

Veterans should also communicate with Mr. Henry Ross, Director, Information and Counseling Service for Black Veterans, 32 Nassau Street, Princeton, New Jersey 08540.

Some financial assistance in law school may be available at The Herbert Lehman Education Fund. Dr. John W. Davis, Director, 10 Columbus Circle, Suite 2030, New York, N. Y. 10019.

Campus' Forum Project Outlined

Mrs. Gladys Burgess Adams, Coordinator of Alumni Affairs, announced recently that a new project, called the Alumni-Student-Faculty-Forum Project, has been started to utilize the groups within the University Community-Students, Faculty-Administration, and Alumni.

If the project is a success, the students, University, outside community, and alumni will be benefited.

The project will help the students to develop a sense of pride in his school and himself. It will offer to the current student, models for comparison and possible emulation.

The project will create an image of Tennessee State University in

the community that includes all aspects of her contributions. It will also aide in the understanding and/or recognition of the potential for development.

For the alumni, it will offer the opportunity for the alumni to express, in a positive way, their gratitude for the benefits received from Tennessee State University that have been the major force in

their achievement. Also the project will give the alumni an opportunity to share their proven techniques for success as they share their enthusiasm for knowledge and truth through continuing education experiences.

Student members of the ASF Committee are: Chester T. Mayers, Student Chairman, Brenda L. Moore, Ann Hawthorne, Emma Locust, Kenneth Scott, Vice Chairman, William Choctaw, Eucharist Roach, Secretary, Fredrick Marsh, Cheryl Culbert, and Ellen Kelley.

Alumni members are Gilbert Pleasant, Wilbert Smith, Mrs. Cathryn Rivers Johnson, Mrs. Lettie Galloway, and Mrs. Gladys Burgess Adams.

Tentative Plans for Implementation.

1. Quarterly forums featuring one or more alumni in a presentation followed by discussion. One discussion leader will be active during each forum to give continuity to the program and to keep the major goals before the group.
2. Twelve major displays featuring outstanding alumni are to be planned for the year. Each display will run for a period of one month. Students will aid in the planning and "Production" of the displays.
3. Departmental displays, featuring individuals from the

academic areas, will be planned for possible two week duration to coincide with departmental program or emphasis in the union and or department.

4. Brochures or leaflets for distribution may be prepared as a follow-up to the displays.
5. Quarterly meetings with classes or other student groups and alumni affairs personnel. Informal meetings to share information on the program and practices, needs of the alumni program, future plans of operation involving students.
6. An alumnus as a general convocation speaker.